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AUTHOR von Matthiessen, Priscilla; Brant, Linda
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ABSTRACT

This child care program activity guide is designed to help teachers and caregivers in Air Force preschools and child care centers plan activities for increasing young children's understanding and appreciation of their parents' work in military and defense related occupations. Recommended teaching methods, concepts, group activities, and activity centers are indicated and resources available to caregivers and teachers are listed. (Author/RH)

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UNITED STATES AIR FORCE CHILD CARE PROGRAM

PROGRAM ACTIVITY GUIDE

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MY FAMILY'S WORK

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This guide is one in a series designed to help teachers and caregivers in Air Force preschools and child care centers plan activities for children. It was prepared by HQ AFMPC/MPCSOB, with assistance from Dr Priscilla von Matthiessen and Ms Linda Brant, child development consultants. The publications and audiovisual materials mentioned herein are provided as examples only. This does not constitute sponsorship or endorsement of these publications and materials by the Air Force.

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1. BACKGROUND INFORMATION

Most children who participate in the Air Force Child Care Program or preschools have one or two parents who are in the Air Force. Many have parents who are making the Air Force their career. Or, one or both of the child's parents may be employed in civilian jobs on the Air Force base. Whatever the parents' role in the Air Force, the child will profit from understanding and appreciating the parents' contribution to military service.

As young children grow in their understanding of the world outside the home and family, they can begin to learn about their parents' jobs. Learning about their parents' jobs may be their first exposure to the world of work and what it means for their family to be part of the Air Force community. As the child begins to understand what the parents do and how this contributes to the mission of the Air Force, the child's appreciation of the family and of the role of the Air Force will grow.

Because growing up in an Air Force family places demands on children as well as adults, it is important that the positive aspects of military service be presented to the child. If adults discuss only the negative aspects, the child may come to view the parents' choice of careers as less desirable than the work of playmates' parents. The necessary changes in location may be viewed by the child as disruptive and unpleasant. If a child is helped to understand what the parents do and how the work contributes to the well-being of others, the child's feelings about self, the parents, and family life in the Air Force can be enhanced.

As Air Force members and DOD civilians, parents participate in many types of jobs which will be of interest to children. In today's Air Force, most of the jobs are open to both males and females. To help the children avoid the sex role stereotypes so common in advertising, provide examples of men and women in all types of jobs. Provide children with opportunities to learn about all levels of jobs and especially those with which they are most familiar and which are most common on your base.

Children will enjoy learning about the health-related jobs in the Air Force: doctors, dentists, medical technicians and corpsmen, nurses, sanitation inspectors, and Red Cross volunteers. They can also learn about the people who help keep the buildings

on base safe and attractive: carpenters, plumbers, electricians, painters, and civil engineers. Of course, they will want to learn about the pilots, navigators, maintenance crews, and others who operate and repair planes and help them land and take off.

They can also learn about the people who provide places for recreation and play: bowling center managers, golf club managers, recreation center directors, lifeguards at swimming pools, etc. There are also hobby shop directors who help people with painting and crafts. Librarians help people select books.

On each base there are places where people can eat. There are cooks who prepare the food, food servers, and cashiers who collect money for the food. The base exchange (BX) and commissary are special base stores. At the commissary, military families can buy groceries and other supplies. The BX is like a department store where a wide variety of merchandise is sold. There are salespersons, store managers, and cashiers at these stores.

Many of the parents in the Air Force work in offices. People have special jobs in these offices. Some parents are lawyers, scientists, transportation specialists, artists, plane designers, accountants, and secretaries. Others are in logistics, intelligence, or communications.

Some parents are instructors and teach other parents how to repair planes or take care of injured persons. There are parents who take photographs and develop them and other people who print books and pamphlets. There are journalists, radio operators, and telephone operators. There are so many jobs on base that there is a special telephone directory which lists the phone numbers of the people working on base.

In discussing the work that parents do for the Air Force, include jobs both inside and outside the home and both paid and volunteer. Parents who manage homes and care for families on a full-time basis also play an important role in the Air Force. Parents who participate in volunteer activities, such as Family Services, also contribute to the quality of life for Air Force members and their families. In discussing the jobs that parents have, the goal should be to help the child value the contribution of each parent in the home.

Because the base is like a small community, it will be possible for you to expose children to many different types of occupations by discussing the jobs of the parents of the the children in your group or class. Start with the jobs that are easiest for children to understand. Emphasize the importance of each job and how important the child and his family are to the Air Force. By doing this, you will help children understand what their parents do and how this work relates to the mission of the Air Force. You will also help them develop their own self-concept and respect for their family.

This unit can also be used to encourage parent participation in your program. Weekly newsletters about special events will keep parents informed about program developments and allow them to participate by bringing valuable resource materials to the center. By involving parents as visitors to talk to the children about their jobs, children will be able to learn more about their parents' work and the Air Force community in which they live.

Activities about families at work should be ongoing throughout the year. Different themes and occupations can be studied and organized on a weekly basis. There are so many possibilities that not all of them will be able to be used in any one year.

When planning special field trips or inviting speakers, try to select people who have had experience talking with young children. If they have not spoken to a group of children before, advise them to keep the discussion short (3 to 5 minutes) and to provide several demonstration activities. Explain that young children have short attention spans and respond best to things they can see as well as hear about.

2. BASIC UNDERSTANDINGS.

Some parents are in the Air Force. Some parents work on an Air Force base.

There are many different kinds of jobs in the Air Force.

Parents work at home and away from home.

Some parents have to go to other places to do their work.

Some people wear special clothes or uniforms when they work. Most people in the Air Force wear uniforms.

Most people are paid for their work. Most are given checks which they can cash for money.

Some parents work but do not get paid. Some parents are volunteers.

With the money they earn, parents buy things the family needs, such as food, clothing, and housing.

Some people work at different times of the day and night.

Most people use tools or machines in their work.

The work that parents do for the Air Force is important to everyone.

Every job and each worker on the Air Force base is important.

It is important that each person do his/her job as well as it can be done.

Most jobs can be done by either a man or a woman.

Sometimes parents have to go to school or take special training to learn how to do their job for the Air Force.

3. <u>WAYS OF INTRODUCING THE SUBJECT TO CHILDREN</u>.

On a table, display tools highlighting one kind of job found on the Air Force base; for example, for a pilot you might show a helmet and oxygen mask, maps, weems plotter, or flight jacket or suit.

Invite a parent, dressed in the uniform of his/her profession, to come and show the children the tools of that job and how they are used. Persons who could be invited include the dentist, firechief, security police, nurse, etc.

Post pictures of adults at work in different types of jobs in the Air Force.

Plan a trip to one of the places on base where you can see parents working. A trip to a hangar to see adults preparing a plane for flight is one example.

Ask parents to send pictures of themselves at work and display them on a bulletin board.

4. VOCABULARY WORDS.

Job	Money
Volunteer	Salary
Pilot	Occupation
Navigator	Commissary
BX	Pay
Military	Check
Office	Names of occupations
Air Force	Civilian
TDY	

5. ACTIVITIES FOR GROUP TIME.

Music

Listen to "community helpers" records available for children. Consult NAF procurement catalogs for child care for ordering information.

To the tune of "Here We Go Around the Mulberry Bush," sing:

Here we go around the Air Force base, Air Force base,
Air Force base,
So early in the morning.

This is the way we drive the bus. (steer)
This is where the child care center is. (point)
This is where my mother works. (point)
This is where my father works. (point)
This is where the doctor works. (point)
This where the mechanic works. (turn wrench)
This is where the pilot flies. (wave arms as wings)
This is where the carpenter pounds. (pound with fist)

(Make up other verses)

Play "Farmer in the Dell." Give each child a card with a picture of a different occupation on it. Have the "farmer" choose one of the occupations.

Many of the records for children include songs that can be used when discussing different occupations. Some of the ones that are available are:

"Parents are People" on the Free to Be You and Me album.

"Mod Marches" Hap Palmer, Educational Activities, Inc, Box 392, Freeport NY 11520

"Marching Song" on the Having Fun with Ernie and Bert album, CC25506, Children's Record of America, 159 West 53d Street, New York, NY 10019.

"People in Your Neighborhood" which is on several of the Sesame Street albums.

Finger Plays

Use any of the following finger plays from Finger Frolics: Fingerplays for Young Children, compiled by Liz Cromwell and Dixie Hibner, Partner Press, Box 125, Livonia MI 48152. (One copy of the book has been sent to each base.)

Baker's Truck - page 64
The Carpenter - page 64
Carpenter - page 64
Ten Brave Firemen - page 65
Five Little Firemen - page 65
Traffic Policeman - page 65
Five Strong Policemen - page 66
Marching - page 69
Five Wooden Soldiers - page 69
Ten Little Sailors (Change "Sailors" to "airmen" or "pilots" and "sail" to "fly.") - page 70
Hammer, Hammer, Hammer - page 82

Use any of the following finger plays from Ring A Ring O' Roses: Stories, Games and Fingerplays for Preschool Children, Flint Public Library, 1026 E. Kearsley, Flint MI 48502. (One copy of the book has been sent to each base.)

A House for Me - page 51
Hammer and Saw - page 51
Johnny's Hammer - page 51
Our Carpenter - page 52
Cobbler, Cobbler - page 52
I Am a Cobbler - page 52
The Cobbler - page 52
Helpful Friends - page 53
Five Soldiers - page 54
Ten Little Finger Soldiers - page 55
Ten Little Soldiers - page 55
Five Little Firemen - page 56
Ten Little Firemen - page 57

Stories and Poems

Tell a flannel board story on "What You Could Be When You Grow Up." Use coloring books to make figures of workers or cut from magazines. Some early childhood suppliers sell flannel board kits on careers. Consult NAF procurement catalogs.

The following books are examples of ones that can be read to or shared with children:

Brown, Margaret, The Little Fireman. Reading MA: Addison-Wesley, 1952.

Marino, Dorothy. Where are the Mothers? Philadelphia PA: J. B. Lippincott, 1959.

Merriman, Eve. Mommies at Work. New York: Alfred A. Knopf, 1961.

Puner, Helen. Daddies, What They Do All Day. New York: Lothrop, Lee, & Shepard, 1969.

Rockwell, Harlow. My Doctor. New York: Macmillian, 1973.

Klein, Norma. Girls Can Be Anything. New York: E. P. Dutton & Co, Inc, 1973.

Lasker, Joe. Mothers Can Do Anything. Chicago IL: Albert Whitman and Co, 1972.

Slobodkin, Louis. Read About the Policeman. New York: Franklin Watts, Inc, 1955.

Garn, Dr. Bernard. A Visit to the Dentist. New York: Grosset & Dunlop, 1959.

Greene, Carla. Doctors and Nurses-What Do They Do? New York: Harper & Row Publications Inc, 1963.

Baker, Donna. I Want to Be a Police Officer. Chicago IL: Children's Press, 1978.

Green, Carla. I Want to Be a Nurse. Chicago, IL: Children's Press, 1964.

Railroad Engineers and Airplane Pilots. New York: Harper and Row, 1964.

I Want to Be a Fireman. Chicago IL: Children's Press, 1959.

Policemen and Firemen. What Do They Do? New York: Harper and Row, 1967.

Consult with the base librarian for other books on occupations.

Large Muscle Activities

Play "pretend" games. Have the children pretend they are:

Carpenters working at a wood bench--hammering, sawing, sanding
Cooks making cakes
Firefighters climbing ladders, running to the fire, using hose, riding the truck to the fire
Painters painting buildings
Mechanics checking out a plane
Helicopter pilots landing a helicopter

Provide children with paint brushes and pails of water. Paint outside fence as a painter would.

Have security police set up traffic course on playground with stop signs, markers, etc. Let children take turns driving wheel toys through course.

Ask youth center director or gym manager to bring large balls to center and demonstrate ways of throwing, catching, kicking balls. Let children try.

Bring in a rope ladder similar to that used in fire' rescue. Fasten securely and allow children to take turns climbing up a few rungs.

Routine Times

While waiting for lunch to be served, have each child say what job he/she would like to have on the Air Force base when he/she grows up.

Have children who serve snacks wear aprons and baker's hats.

When moving from one area to another, have children march like soldiers. Do this only occasionally--not on a regular basis.

Call children to the sink to wash their hands by having all children whose parents fly planes come to the sink, whose parents work at the commissary come, etc.

Other Experiences

Field Trips

Visit the base fire department or have the fire chief arrange for the truck and fire personnel to visit the center.

Visit the base dental clinic. Have each child take a turn in the chair.

Walk to the flight line. Get permission for children to go inside a plane and talk to different members of the crew.

Visit the base post office. Mail letters to the parents.

Walk to the bowling alley to watch a league with parents in it bowl. Stay only a short time.

Visit the ceramic shop. Ask the director to show the pottery in different stages.

Take a group of children to the library each week. Rotate the schedule so all children get to go at least once a month.

Walk to the floral shop in the exchange and select a flower for the child care center director.

Visit the commissary. Take children in the back rooms so they can see the boxes of merchandise.

Visit the base laundry. Take some linens from the center for washing.

Take older children to the base elementary school so they can see teachers at work.

Guest Speakers

Examples of persons who can be invited to visit the center and tell the children about their work are listed

below. Ask each person to bring some of the tools of his/her work for the children to see. The children will be more interested in the objects than in the talk, so remind the visitors that their speech must be brief.

Base commander (with monitoring radio)
Librarian
Pediatrician
Nurse
Pilot
Navigator
Mechanic
Civil engineer
Firefighter
Security police
Dentist
Dental hygienist
Photographer
Kindergarten teacher
Weather forecaster
Dance instructor
Football coach
Mail delivery person
Cook
Waiter
Beautician
Barber
Florist

6. ACTIVITY CENTERS.

Science or Discovery Center

Set up a table with the tools for different occupations on base. Some examples are:

Doctors and nurses: stethoscope, blood pressure gauge, bandages, bandaids, doctor's bag, nurse's cap, tape, telephones, baby scale, height chart

Baker: hat, pans, apron, rolling pin, spoons, plastic bowls, donut cutter, baking pans, recipes

Mail carrier: hat, stamps, mailbag, letters, packages, rubber stamps, cash drawer

Firefighter: hose, ladder, hat, goggles, net, boots

Service station attendant: oil can, cap, sponge, bucket, credit cards, play money, chamois, air gauge

Grocery clerk: apron, baskets, play money, cash register, food cartons, shopping bags, food posters, plastic foods

Painter: cap, paintbrushes, bucket, clothes

Security police: hat, badge, tickets, traffic signs, handcuffs

Store manager: play money, checks, cash register, boxes,

shoes or other products

Home center: pots, pans, tea towels, utensils, dust pan, empty food containers, dolls, baby plastic bath tub, dish drainer, funnel, etc.

Show and discuss photographs of different types of workers. They can be purchased from early childhood equipment suppliers. Consult NAF procurement catalogs.

Do a bulletin board on different types of workers. Many early childhood suppliers sell prepared bulletin boards on community helpers. Consult NAF procurement catalogs.

Dramatic Play or Imaginative Center

Provide prop box with items such as those listed above plus uniforms and accessories associated with occupations. Rotate prop boxes so area is not cluttered. Put one box out each week. Possible items are:

Nurse's uniform/cap
Flight jacket
Pilot's hat
Baker's hat
Police badge
Food service worker apron
Mailcarrier's hat
Dentist's jacket

Make large, full-size cardboard puppets of base workers. See early childhood catalogs for examples.

Borrow a real telephone from the phone company to stimulate conversation related to different occupations.

Provide lunch boxes or paper sacks and plastic fruit, empty food cartons, etc, so children can pretend that they are taking their lunch to work.

Set up a play library. Have a table for checking in and out books, shelf of books, file cards, ink pad, and date stamp. Make each child a library card of his/her own.

Set up a service station with gas pumps made from boxes, oil cans, windshield washing equipment, and air gauge. Bring large wheel toys into center for this activity.

Set up a commissary. Use shelves from other areas, empty food cartons, cash register, grocer aprons, marking pens, play money, etc.

Set up a beauty shop. Provide chairs, hair dryers, curlers, combs, brushes, mirrors, empty permanent boxes, empty shampoo bottles (plastic), capes, etc.

Block Center

Set out wooden or plastic figures depicting different occupations. These are available for purchase from early childhood equipment suppliers.

Set out various wooden toy trucks, machines, planes, etc, to complement the occupation being studied.

Use hollow blocks, large cardboard blocks, and wheel toys to stimulate dramatic play about the occupation being discussed.

Supply variety of small plumbing pipes and joiners. Chose types children can screw together.

Reading Center

Borrow a used typewriter for children to use (salvage may be able to provide one). Encourage children to find letters in their names on the keys. Talk about what secretaries do.

Find pictures of persons performing different jobs. Paste on cardboard. Cover with clear contact paper. Place in reading area for children to look at and talk about.

Place on the reading shelf books about different occupations on the reading shelf.

Make books about different occupations. Find a picture for the cover. Write down children's statements about the job. Print one statement on each page of the book.

Community helper puppets are available from many early childhood suppliers. Consult NAF procurement catalogs.

Art Center

Provide white play dough, baker's hats, rolling pins, and other baker's tools to simulate bakery activities. Pictures of baked goods will encourage experimentation.

Make a book of "Families at Work on the Air Force Base." Cut out pictures of different jobs. Mount on paper. Use hole punch and yarn and fasten together.

Provide small blocks of soft wood. Ask the wood shop for scraps. Allow children to glue together and paint. Discuss how the carpenter builds houses, etc.

Cut pictures of people in different jobs out of magazines. Have children paste on large piece of cardboard and label "Parents at Work in the Air Force."

Cut pictures of people in different jobs out of magazines. Paste on cardboard. Make a mobile to hang in the room.

Cut pictures of tools people use in their jobs out of magazines. Have children paste on construction paper. The caregiver or adult can label each item and talk to the child about which worker uses it.

Cut small planes, baker's hats, saws, or other examples of tools out of construction paper. Provide children with paste and have them paste the cutouts on white sheets of paper.

Using patterns from books such as Paper Bag Puppets and More Paper Bag Puppets, Fearon Publishers, Inc, make puppets for different jobs. Books include puppets for nurse, doctor, pilot, fireperson, etc.

Construct and paint a mailbox for your room. Use boxes and cardboard.

Table Game and Toy Center

Make matching cards of people in different occupations and their tools. Store cards that go together in small boxes, such as hosiery boxes.

Most equipment companies have a variety of puzzles showing people in different occupations. Consult the catalogs sent to the center by NAF Procurement.

7. CAREGIVER/TEACHER RESOURCES

a. Contact your base recruiting office for pictures of different Air Force careers.

b. Contact base medical officer for tools of medical occupations that could be displayed.

c. Contact police station, fire station, dental offices, moving companies, and other businesses in local community for pictures related to occupations.

d. Ask base elementary school to loan filmstrips, pictures, etc, on different careers.

e. Ask grocery stores to donate food posters used in promotions.

f. Ask library to donate check-out cards and old books to use in setting up play library.

g. Ask maintenance to donate old hoses to use for fire station play. (Cut into short lengths.)

h. Ask civil engineering office to donate old paint brushes that children can pretend paint with using water.

Other Base or Community Resources:

Recruiting office
Public information office
Elementary school guidance counselor
Base medical/dental officer
Local chamber of commerce